DOCUMENT RESUME

ED 133 597 08 CE 009 711

AUTHOR	Tehle, Dave; Kortan, Jim
TITLE	Mission Possible. Fargo Area Schools Work Experience Program. Final Report.
INSTITUTION	Fargo Public Schools, N. Dak.; North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	RCU-24; VT-103-505
BUREAU NO	V0032VZ
PUB DATE	Jun 76
GRANT	OEG-0-74-1714
NOTE	117p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	*Career Exploration; Career Opportunities; *Cooperative Education; Educational Alternatives; Occupational Information; Participant Satisfaction; Program Descriptions; *School Community Relationship; Secondary Education; Vocational Development; *Work Experience Programs
IDENTIFIERS	North Dakota; North Dakota (Cass County); North Dakota (Fargo)

ABSTRACT

The Fargo area schools work experience program, "Mission Possible," was designed to help students explore career-related activities in three phases: (1) Students Seeking Insight (SSI), the observation-visitation-interview approach in which a student is matched with an employer in the career area of interest; (2) Participate in a Career Experience (PACE), an unpaid practical work experience through formal agreement with a community participant; and (3) Job Information Search (JIS), providing career information and materials to students unable to participate in either of the other two phases. This voluntary program originated because student enrollment in the traditional vocational education cooperative work experience program was restricted to rigid school-work structuring and because the high availability of part-time jobs drew many students to work instead of the school program. The report describes the 2-year program from June 1974 to June 1976 in grades 9-12 in both urban and rural schools. Conclusions and recommendations based on analysis of the 2-year experience are presented along with a review of the five program objectives with commentary on their status at the program's conclusion. More than half of the document consists of appended materials developed in or for the project: Promotional materials; student, parent, and employer questionnaires and comments; and various forms and program data. (MF)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED133597

112030

FARGO AREA SCHOOLS WORK EXPERIENCE PROGRAM

MISSION POSSIBLE

FINAL REPORT RCU REPORT No. 24

U.S.O.E. Grant Number OEG-0-74-1714

Project Number VOO 32 VZ

Project Director - Dave Tehle

Project Coordinator - Jim Kortan

FARGO PUBLIC SCHOOLS

1104 Second Avenue South
Fargo, North Dakota 58102

Superintendent Dr. Vern Bennett

Assistant Superintendent Lyle Sorum

June 1976

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

VT-103-505

in cooperation

North Dakota Research Coordinating Unit

900 East Boulevard

Bismarck, North Dakota 58501

CE009711

TABLE OF CONTENTS

ABSTRACT..Page iii

INTRODUCTION....................................Page 1

RESULTS AND FINDINGS............................Page 4

CONCLUSION......................................Page 23

RECOMMENDATIONS.................................Page 24

BIBLIOGRAPHY....................................Page 28

OBJECTIVE REVIEW................................Page 30

APPENDICES

MAP OF CASS COUNTY........................A

PROMOTIONAL MATERIAL......................B

FARGO CHAMBER OF COMMERCE ENDORSEMENT LETTER......................................C

COMMUNITY PARTICIPANT INFORMATION........D

STUDENT QUESTIONNAIRE RESULTS AND STUDENT INFORMATION SHEET..........................E

QUESTIONS DESIGNED FOR STUDENT INTERVIEWS...............................F

PARENT AND COMMUNITY PARTICIPANTS QUESTIONNAIRE AND RESULTS..................G

END OF FIRST-YEAR STATUS REPORT..........H

U.S. DEPARTMENT OF LABOR GUIDELINES FOR NON-PAYMENT OF TRAINEES..................I

NORTH DAKOTA LEGISLATION AUTHORIZING WORKMEN'S COMPENSATION BENEFITS FOR NON-PAID TRAINING AND TRAINING AGREEMENT.....J

SAMPLE OF POSTER ADDITION................K

STUDENT REMINDER CARD....................L

FINAL REPORT OF STUDENT PARTICIPATION....M

LEGAL OPINIONS REGARDING LIABILITY OF STUDENT TRANSPORTATION....................N

EVALUATION OF VOCATIONAL COOPERATIVE WORK EXPERIENCE PROGRAM..................O

LETTERS OF EVALUATIONS...................P

ABSTRACT

FASWEP, "Fargo Area Schools Work Experience Program," originated as a two-year research project of the Fargo School District granted through the North Dakota State Board for Vocational Education and the U.S. Office of Education. From this action research a program was developed having implications for secondary, post-secondary, and adult education in the area of career awareness.

The logo, "Mission Possible" is used to identify this three-phase program designed to help students explore and obtain career related activities and information. These three phases or components are:

1. SSI, "Students Seeking Insight," is the observation-visitation-interview approach which enables a student to be matched with a community participant in a particular career area for the purpose of gaining specific career information. The length of time a student spends with a participant is open and flexible.
2. PACE, "Particpate in A Career Experience," is an non-paid practical work experience through a formal agreement with a community participant which enables a student to gain "hands-on" experience in a particular career area.

3. JIS, "Job Information Search," is designed to provide a student with career information and materials if he is unable to participate in either of the other two phases. As much information as possible for any particular career area is gathered and channeled back to the student via the counselor.

INTRODUCTION

The Fargo Area School Work Experience Program (FASWEP) originated as an effort to provide students with alternative avenues for exploring career opportunities in the local community other than through part-time employment in a traditional vocational education cooperative work experience program (CWE). Students enrolled in CWE have the opportunity to explore a career area of their choice through on-the-job training and related classroom instruction. CWE is a very viable form of instruction utilizing the business community in the creation of a true work environment. It, however, does have some disadvantages. In the immediate years prior to this grant, the Fargo School District averaged 1200 students per year in five vocational education program areas. Student participation in the cooperative work experience programs averaged 10%. We have identified two factors which restricted enrollment in CWE. They are, (1) the rigid structuring of a student's daily program incorporating school and work and, (2) the high demand by the community employers for part-time workers. The daily program of school and work often infringes on a student's elective course selections and curtails participation in extra-curricular activities. The high availability of part-time jobs draws many students away from CWE because they feel that it is easier to just "work" than to be part of a formal program through the school. Other contributing factors are lack of consistant and reliable transportation, home and family commitments for available free time, and lack of need or desire, or inability to hold a part-time position. What we perceived then, was a total lack of formal career awareness activities for the majority of our students, both vocational and non-vocational, other than that provided by an over-burdened counseling staff, and that small number of students enrolled in CWE.

With career awareness activities at a low ebb in our school district of 3000 secondary students, grade 9-12, in a progressive community of 50,000 people, we turned our thoughts to the rural areas of Cass County. In 1974, rural Cass County was comprised of approximately 3000 students, grades 9-12, in 12 school districts and 40 communities ranging in population from less than 200 to 3000. Appendix A contains a map of Cass County. Of the 12 school districts, vocational education programs were available in only one district, and that was on a limited basis. We concluded that rural Cass County students had little opportunity for any type of work experience and even less chance for participation in a CWE program. These many factors, in and out of our school district, pointed to a need to develop a delivery system that would be available to all secondary students, from both urban and rural settings, to participate in career awareness activities that would not be as time consuming and structured as a CWE program, but would enable them to make sound career decisions based on experience and first hand fact.

Another area that was deemed necessary to develop was a method or procedure for making employment information available to students, teachers, counselors, and parents, in such a way that it was meaningful. It was felt information that would indicate where the jobs were, salaries, educational requirements, etc., on a local, regional, and national scale could lead to the effective placement of not only vocationally trained students, but all students who decided to terminate their formal education after high school and enter the labor market. Information of this nature is available but it is generally heavy with statistics and difficult for the student to interpret.

The Fargo Area Schools Work Experience Project was then formalized into an official request for vocational funding as a research project. The application for a grant was approved by the North Dakota State Board for Vocational Education from the U.S. Office of Education in the amount of $28,482 for 18 months commencing June 15, 1974. The ending date of the project was later amended by a six month extension to expire on June 15, 1976.

RESULTS AND FINDINGS

THE FIRST YEAR--GETTING STARTED

The Fargo Area Schools Work Experience Program became a reality on June 15, 1974 when our grant application was approved. Mr. Dave Tehle, Coordinator of Student Placement Services, Fargo Public Schools, was named as Project Director. Mr. Jerry Hasche, Vocational Counselor, Fargo Public Schools, was named as temporary Project Coordinator. The first six months of the project were devoted to organizational tasks. The following activities were initiated during this time:

1. Review and refinement of the goals and objectives of the project. The project, as we had written it, contained five major objectives, all of which are contained in another section of this report. Initially, we identified two of these objectives as our immediate targets: (1) The development of innovative ways to get students out into the community to gain first-hand knowledge of careers in the world of work, and (2) Devise methods of disseminating helpful employment information to students.
2. Development of procedures for student involvement. We held many rap sessions with an ad hoc advisory committee composed of representatives from business and industry and professional educators attempting to identify a theme for the project and to

identify practical ways to achieve our two target objectives. The outcome of these sessions was the theme of "Mission Possible" as identification for the project. The options that emerged were the observation-visitation-interview approach, internship, released time from school for an extended observation, use of holiday and vacation periods, and part-time employment.

3. Development of a brochure for students to promote the project.

4. Development of a brochure for community participants to inform them of the goals of the project and to solicit their support. The promotional material developed for the program included 200 posters, 2000 student brochures, 2000 business and industry brochures with reply cards, and 2000 student applications. The posters were printed on tag board and measured 22 x 28 inches. The poster depicts the Mission Possible logo and the 15 career cluster symbols as indentified by the U.S. Office of Education. See Appendix B.

5. Development of news releases.

6. Development of a flow chart of activities.

7. Research of reference materials contained in the Bibliography of this report.

On September 1, 1974, Mr. Jim Kor[illegible]n replaced Mr. Hasche as Project Coordinator. When the 1974-75 school year commenced, a series of meetings were conducted with administrators from the secondary schools of rural Cass County, the two Fargo Public High Schools--North and South, and the two parochial high schools in the city of Fargo--Oak Grove and Shanley. The purpose of these meetings was to explain the basic concepts of Mission Possible and to solicit the support and participation of the people in the project. Fargo area service clubs were also contacted, and presentations were made promoting Mission Possible as a career awareness program. The Guidance Committee of the Fargo Kiwanis Club identified the project as one of their educational goals for member participation in 1974-75. The Fargo Chamber of Commerce provided us with a mailing list of 1000 members along with a letter of endorsement for the project. This list was used to send promotional material to people in the business community. We feel that this was an excellent method of publicizing the project and that it played a key role in the overall success of the program. Appendix C contains the Chamber of Commerce endorsement letter. Also, at this time, we were talking to teachers and counselors and PTA groups about the project. By Christmas of 1974, we were organized for total program implementation. The first student applications were received on January 3, 1975.

During the first year of the project, the method that evolved as the best alternative or avenue was that of the observation-visitation-interview approach. The internship method did not become a reality until the second year of the project and is discussed later in this report as "PACE."

The other avenues regarding released time and utilization of holiday and vacation time lost their identity by becoming part of the observation-visitation-interview approach. For many reasons, the part-time avenue never materialized. In some cases, the career area that was being explored did not lend itself to part-time employment. In others, the student who was exploring already had suitable part-time employment. In others, seeking part-time employment for the stated purpose of exploring a career probably sounded whimsical and economically unsound to an employer as reason or rationale to hire a student.

THE FIRST YEAR--ESTABLISHING PROCEDURES

A student's involvement in the Mission Possible Program began by securing an application blank from a poster or from the school counseling office. Upon completion, the student returned the application to his counselor who in turn routed it to the Project Coordinator for action. Utilizing the counselor as the initial contact person had four positive features:

1. We had a communications link with the student.
2. The counselor certified each application as being a valid request.
3. The counselor was able to share with the student his immediate thoughts on a particular career area that was important at that point in time.

4. The counselor was able to secure follow-up information from the student regarding his experience.

The entire process tended to increase the normal contact time between the student and the counselor. When the student application was received by the Project Coordinator the next phase of the operation began--contact of a community participant.

During the planning stages of Mission Possible we had determined that we would compile and catalog a list of people from business, industry, and the professions who would serve as our resource base. We received a number of reply cards from business people as the result of our Chamber of Commerce mailing. We obtained a number of interested people from our service club presentations. We contacted our training station sponsors from the vocational education cooperative work experience programs and others from advisory committees, etc., who we felt would be interested in participating. From all these sources we put together a list. We encountered a few problems with this techique: (1) the list was incomplete regarding the variety of career areas that students were requesting and (2) some people from the community who had volunteered their services were not being utilized due to lack of student requests for that particular career area and they often inquired as to what was happening with the program. As a result, we decided to contact people from the community only upon receipt of a student application and

and gradually build a file of community participants. Exact records were kept as to how many students visited each participant to avoid overloading any one individual. Initial contact with a community participant was made by telephone. At this time, the program was explained and permission was obtained to have a student make arrangements for a visitation. The telephone call was followed by a letter and a brochure. See Appendix D.

Once the community participant was obtained, the student who had made the request was telephoned and given the information necessary to make the appointment. It was emphasized to the students that they talk only to the contact person as other employees in the firm may not be aware of the program and question the student as to why he was calling. The students were informed to make the appointment at a time that was convenient for them and for the community participant. They were also reminded, that unless other arrangements had been made, to go alone to the career site. Appropriate dress and grooming was also discussed. At this point, the students were strictly on their own to complete the arrangements. Upon completion of the visit a questionnaire designed to measure reactions to the program was distributed to students through the school counseling office. Appendix E contains a sample and results of the questionnaire and a student information sheet.

During the planning stages of Mission Possible it was anticipated that some of the students would be at a career site for a number of days. Some students did spend as long as two weeks visiting one firm, and others spent from two to three days. The average time, however, that students spent at a career site was two hours and ten minutes. The time factor varied for many reasons:

1. Some firms assembled a formal program of instruction that necessitated more time than an unstructured approach. The structured approach of some career sites drew very favorable student response.
2. Some career sites had only a limited amount of information to give and a limited amount of things to see which made for a shorter visit.
3. Because of the liability factor regarding injury, community participants could not allow a student to actually work which would have taken more time to accomplish.
4. Some students went to a career site more interested in that particular career than did other students.
5. Some students, unaware of what they wanted to explore, spent an hour at a career site which was adequate for their purpose.

As we progressed into the Spring of 1975, we found the need to add an additional brochure to our promotional material. In visiting with a number of students, we learned that some did not understand what Mission Possible was trying to accomplish. We also became aware that some students found it difficult to go to a career site and conduct an interview that would provide them with meaningful information. With these two concerns in mind, we developed a brochure to explain the program as simply and briefly as possible and we developed a list of questions to help the student facilitate the information he was seeking. The brochure, entitled "After High School What?" is contained in Appendix B. The list of questions for students to use is contained in Appendix F.

In May, 1975, we mailed questionnaires to parents of students and to our community people who had participated in the Mission Possible Program. The purpose of the questionnaires was to measure reactions and to solicit suggestions for improvement of the program for the second year of operation. The results of the survey are contained in Appendix G. At the conclusion of the 1974-75 school year we had served 457 students who had voluntarily participated in the program utilizing the observation-visitation-interview approach to exploring a career area. A student applications report, along with a breakdown by career cluster area of interest, is contained in Appendix H. We felt that we had had a good year,but there were many challenges and objectives left to accomplish as we headed into the final 12 months of the project.

THE SECOND YEAR

The summer months, 1975, of Mission Possible were devoted to completion of the annual report and a reassessment of goals and objectives in anticipation of the start of school year 1975-76. Two concepts which had been emerging periodically during the first year of the project were given top priority at this time for implementation:

1. Development of the extended visitation or internship.
2. Establishment of the JOB, "Job Opportunity Bank."

We had strong feelings during the first year of the project that even though the observation-visitation-interview approach was having success, the one essential element missing was that of actual "hands-on" work experience. It is one thing to talk and visit about a career, it is another to actually "feel" it--and this can be accomplished only through the actual work process. Two major obstacles stood in the way of implementation of such a component into Mission Possible:

1. The legality of non-payment for actual work experience.
2. The question of employer liability in the event of injury of a student.

The only practical way we could see this concept accepted by the business community would be if the students were able to work without being compensated. We inquired of the U.S. Department of Labor if there was any provision within the Federal Fair Labor Standards Act that would permit students to work without pay. They informed us that this is possible if certain conditions are met. The complete text of U.S. Department of Labor Publication WH-1297 is contained in Appendix I. This still left us with the problem of liability in the event of injury which was not covered by the Department of Labor guidelines. We inquired of the North Dakota State Workmen's Compensation Bureau if there were any provisions within the law that would permit benefits to a non-paid student in the event of injury or death while performing a work task. Their answer was that coverage could be provided only when an employer-employee relationship existed between the student and the employer and this relationship must be based upon the payment of wages for the rendering of service. This left us with what seemed to be an insurmountable obstacle. A major breakthrough occurred in January, 1975. The North Dakota Workmen's Compensation Bureau invited us to participate in a state-wide meeting to attempt to solve this dilemma. The outcome was permissive legislation passed by the 1975 session of the North Dakota Legislature which allows any state agency involved in the training of people for employment to obtain workmen's compensation coverage for non-paid training programs. A draft copy of House Bill 1521 is contained in Appendix J. We then proceeded with the development of a training agreement as specified by the North Dakota Law and purchased 2000 hours of workmen's compensation coverage for a premium of $60. A copy of this agreement is also contained in Appendix J. We identified this new component of Mission Possible as

PACE,"Participate in A Career Experience."

We then turned our attention to our other summer priority, JOB, "Job Opportunity Bank." When we wrote our grant proposal we envisioned the establishment of a "bank" that would offer the following services:

1. Provide employment information in a format that was meaningful which would assist and inform students on matters related to current and long range employment opportunities.
2. A current listing of needs and opportunities in the local labor market.
3. A current listing of people in the community who would accept students for the purpose of providing career information to them.
4. The gradual building of an individual "career plan" incorporating test scores, work experience, career awareness activities gained through the Mission Possible Program, course preferences, and other personal information as interpreted by the professional counseling staff.

We also felt that during the first year of the program some students were going out into the community in search of general career information which was probably as readily available from the Dictionary of Occupational Titles, career encyclopedias, and other career publications. We decided to incorporate this quest for general information into the JOB concept. To secure the information we would need, we solicited the assistance of Job Service of North

Dakota. They had, of course, information on job openings in our local community. It was, however, just a list with job titles, wages, and years of experience necessary. It did not contain the information we wanted, such as detailed educational requirements, advancement opportunities, physical and emotional stress requirements, personal attributes, and future prospects of the career. As we pursued our concept with the Job Service people we realized the enormity of such a task with the limited resources we posseessed. They talked us out of the project, indicating that the most effective method for securing the information we wanted would be through personal contact. A mailed questionnaire would not yield enough responses to warrant the effort. We then decided to gather information as students requested it for specific career areas and gradually build a bank by this process. At this time we were also aware that many students who had jobs and other commitments could not take time from their schedules to participate in Mission Possible through the observation or PACE approach. We converted the Job Opportunity Bank into a new component of the program which we called JIS, "Job Information Search." The JIS would serve the needs of students who wanted to gather information about specific career areas. We modified our student application to provide a space for JIS. Whenever a student made a request for "information only" we would then assemble all the material we had at our disposal, put it into a packet, and route it back via his counselor.

By the end of summer, 1975, Mission Possible had evolved into a three-phase program. The theme "Mission Possible" became the umbrella of our total secondary career awareness program. The three components of the program were identified as:

1. SSI - "Students Seeking Insight"--the observation-visitation-interview approach.
2. PACE - "Participate in A Career Experience"--non-paid work experience.
3. JIS - "Job Information Search"--general career information provided through the counselor with emphasis on the local community.

By the start of the 1975-76 school year, the following activities were underway:

1. The promotional posters which had been placed in all the schools were rejuvenated. A bright green sticker was attached to each. See Appendix K.
2. Letters were sent to the community participants from the past year thanking them for their involvement in Mission Possible and asking them for their support for the ensuing year.
3. Letters were sent to the instructors of the two Fargo High Schools announcing the "new" Mission Possible.
4. Administrators of the rural Cass County Schools and the two Fargo parochial high schools of Oak Grove and Shanley were contacted in a group and

the newly adopted components outlined and procedures for handling their student requests reviewed.

5. The secondary counselors of the two Fargo High Schools were personally contacted and procedures, goals, and objectives of the program reviewed.

6. A student reminder card was developed. During the first year of the program students were telephoned and given the information they needed to make their appointments. We decided that it was more accurate and expeditious to mail the appropriate information to them. The card also contained tips for keeping the appointment. A sample of the reminder card is contained in Appendix L.

7. A brochure describing the new PACE and JIS components of Mission Possible was developed.

8. Objectives of the project which we had determined to be of a secondary nature were considered. A separate section of this report contains an objective review and final status report.

During the 1975-76 school year, applications for the Mission Possible Program continued at about the same pace as the previous year. We noticed a decline in the number of rural Cass County students who availed themselves of the program. This decline, we surmise, was due to the inconvenience of having students drive into Fargo to participate. The SSI and JIS components continued to generate the most requests from students. The counselors of Fargo South strongly urged all grade 10 students to participate in a JIS activity one time. A final report of student participation is contained in Appendix M. The PACE component generated 14 student participants. We were, however, not disappointed at this number. The innovative nature of this program component, its structure, and the commitment of time for both the student in participating, and for the coordinator to set it up indicated that the initial numbers would be small. Unlike the SSI component where the community participants were contacted by telephone, the PACE component demanded that each participant be contacted personally. The reason for this was the necessity to explain the legal aspects of the U.S. Department of Labor directives regarding trainees, explain the workmen's compensation coverage, and to complete the training agreement. Another question of the PACE component that arose was that of liability coverage for the acts of the student while in the performance of a job task. For example, if a students in a gas station put a customer's car on the hoist and it fell off, who would be liable for the damages? We consulted with the North Dakota Attorney General's Office about this matter. They indicated that there was no provision in North Dakota law that would prevent our local school district from purchasing liability insurance for this purpose, if it was available. We then consulted with our Superintendent for Business Affairs and our local insurance carrier. Our insurance carrier indicated that to their knowledge no such coverage was available. They felt that most business insurance policies would cover students working through PACE in the same manner that paid employees would be covered. They recommended that we have each community participant give advance notice to his insurance company of his intention to participate in the program. Our Superintendent for Business Affairs also had us insert a statement into our training agreement that the Fargo Public Schools would not be responsible for the acts of the students off the school premises. We did not encounter any problems by pursuing this course of action. Another item that should be mentioned here is the PACE training agreement and the number of hours we allowed students to participate in a non-paid work experience. Department of Labor directives allow 13 weeks or 520 hours (13 x 40 hours) of non-paid training. We decided, arbitrarily, that we would limit our students to 80 hours. We believe that 80 hours was a sufficient period of time for the participant to gain a good experience and not too long so as to draw criticism. We did allow our special education department to have greater flexibility with the number of hours their students could work. The special education department found the PACE component to be a great asset for its students. PACE allowed these students an opportunity to gain valuable work experience which probably was not available to them on a paid basis. Another area that worked well with PACE was its utilization by our vocational metal trades instructor. He had three of his students work at a local manufacturer's shop for one week, two hours a day, in lieu of their classroom attendance. We are very hopeful of expanding this concept to other vocational areas during the 1976-77 school year.

Another component of Mission Possible which we inaugerated during the 1975-76 school year was the "Commons Sense Forum." The two Fargo High Schools operate on the "open campus" philosophy, i.e., if a student does not have a class he does not have to be in any designated area. As a result, many students spend their free time in the "commons" area of the school. The commons is an open area with tables and chairs with snacks and soft drinks available. It appeared to us that we might be able to utilize some of this free time by presenting programs on topics of interest, from career information through consumer and general information in the format of a forum. Twelve posters were developed for the project. They were made of Masonite and measured 22 x 22 inches. A blank space was left on the poster to insert the weekly topical information. The information on the paper included the name of the topic, the time and room in which the program would be held, and the name of the presentor. Students were informed through the posters, daily announcements and typed announcements which were distributed in the commons area of the topics, and invited to attend. Teachers also received the announcements and were asked to announce the topics and time of the forum in their classes. We offered programs on careers in health, forestry, scholarship information, tips on outfitting for skiing, and how to buy a used car. The most students that attended any session at either high school was 150 at "How to Buy a Used Car" presented at South High School. The rest of the sessions enjoyed only limited success, averaging about 20 students. We attempted to duplicate each program at each high school on the same day to make it easier for the presentors. We were disappointed in the turnout of students for the sessions. It still seems like a viable idea, but the challenge to find topics which students want to know about and will attend on a voluntary basis is a very difficult one.

Another component of Mission Possible which we wanted to implement but did not have time for was ACT, "Assisting Classroom Teachers." The purpose of ACT was to enhance the career education activities of classroom teachers, K-12, by facilitating the machanics of obtaining speakers, films and career related materials for their use. Our metropolitan area is a vast, virtually untapped, career education resource, begging to be developed. Classroom teachers are often perplexed in their efforts to utilize the community for career education activities due to the element of time, knowing who to contact and what is available. A school district handbook for speakers and field trips is available but the facilitation for use rests with each teacher. With ACT, the teachers would request and we would implement. Unfortunately, ACT did not get off the ground, but we felt that it had the potential to become a key component in our total career education delivery system merging the classroom teacher and the community into a working partnership which could only result in the enhancement of learning activities of students.

The original grant of $28,482 for the Mission Possible project was scheduled for termination on December 15, 1975. We were able to obtain a six-month extension of the grant from the U.S. Office of Education to June 15, 1976, plus an additional sum of $2,399 from the North Dakota State Board for Vocational Education to continue the project to June 15, 1976. We have been notified by the State Board that no additional money will be appropriated by them for this project beyond June 15, 1976.

CONCLUSION

Mission Possible emerged as a very effective and highly successful secondary career education program in the Fargo School District. See Appendix P for letters of testimonial. It was successful because it had flexibility through program options. Students who entered the program did so at their own volition when they felt a need for specific career information and/or career activities. The Mission Possible concept was one which provided a program that was tailored to meet the individual needs of each student. It did not have burdening guidelines or time schedules which could prohibit some students from participating. Due to this flexibility, students actually created their own career awareness program. Students were not restricted in any way to the number of times they could participate. They were restricted only by the composition of the community and geographic location as to the variety of career areas available. Mission Possible was a major vehicle for providing career information to students, and in so doing enchanced not only the public relations between school and the community, but also the relationship between students and counselors. We served almost 1000 students during the two year grant period which figures to an expenditure of $28 per student. This, in our opinion, was a most judicious use of funds.

RECOMMENDATIONS

As a result of conducting the Mission Possible Career Awareness Program for the past two years we make the following recommendations:

1. The PACE component of Mission Possible probably has the most potential for future development as a career awareness tool. It has already proven itself as an invaluable aid in allowing disadvantaged and special needs students to gain actual work experience which otherwise would probably be closed to them when payment of wages is a consideration. Teachers, whether vocational or academic, should become familiar with the PACE component so they could implement it as situations and needs of student arise in the classroom. PACE does not require a lot of administration to be utilized. One person should probably coordinate the training agreements and the workmen's compensation coverage, but individual teachers could use it with ease and very little inconvenience.

2. The success of any career awareness program hinges on the cooperation and acceptance of the counseling staff in the school district. We made

every effort to bring the counselors together for consultation and implementation. At first, we felt that they would think that we were aggressors on their territory trying to be pseudo-counselors. But quite the contrary, as we involved them, they welcomed our assistance in the gathering of job information and the facilitation of placement of students in the community. It was a working partnership.

3. A program of this nature needs publicity and effective communication channels. At the start, many students thought we were operating a job placement service, others expected more than we could deliver. The participants in the business community wondered how they were relating to the students' needs. Students were in doubt about what to ask and what to look for. We eventually solved these problems, but it took time.

4. The JIS component should be further developed incorporating the original objectives we had for the Job Opportunity Bank. This concept has tremendous potential but requires vast resources. We envision a student making a request for information about a particular career area and then assembling a kit of information from a career education center that would answer every

possible question about that career. The next step would be to place this students' name and career interest into a computer and each time new information was received into the center the student would receive a mailing for updating his kit. By the time the student left high school he would have a career plan supplemented by a career kit and be somewhat prepared to make some enlighteded career decisions.

5. Three key words are necessary to the success of a project of this nature. They are: "facilitation," "communication," and "service." We did no more for a student, especially in the beginning stages with the SSI component, than an ambitious, serious-minded, one would do on his own. But most students are reluctant to pick up a telephone and call a business person and ask for an interview to obtain career information. We took that first step for them, and started them on their own way to what has proven to be many successful learning experiences. We expedited their requests as rapidly as possible. We were available when they had questions. Mr. Kortan kept regular office hours in each Fargo high school and periodically visited the area high schools. The professional staff was constantly kept aware of developments in the program.

6. It is vital that secondary students enrolled in any type of dropout prevention program such as the Work Experience Career Education Program (WECEP) participate in career awareness activities of this nature.

7. The Mission Possible Program could be expanded to include people enrolled in adult basic education, adult high school, Comprehensive Employment Training Act intensified training, and other career training programs. The additional dimension of the Mission Possible concept to those programs would give these adults not only an insight into a career interest area, but also the purpose they may need to complete their education.

8. The Mission Possible concept is flexible enought to be adopted to fit the format of local career education programs. The Mission Possible concept when coupled with the general career information received in the classroom, would enhance any learning situation. It could also lead to increased interest in Vocational Education Programs.

9. The two concepts of ACT and the Commons Sense Forum should be further developed.

BIBLIOGRAPHY

Books

Arnold, Walter M., Career Opportunities for Technicians and Specialists, J.B. Ferguson Publishing Co., Chicago, Illinois, 1975, volumes I through VII.

Hopke, William E., The Encyclopedia of Careers and Vocational Guidance, J.B. Ferguson Publishing Co., Chicago, Illinois, third edition, 1975.

Rettig, Jack L., Careers-Exploration and Decisions, Englewood Cliffs, New Jersey, 1974.

Chapman, Elwood N., Work Experience Survival Kit, Goodyear Publishing Co., Inc., Pacific Palisades, California, 1973.

Wallace, Harold R., Cooperative Vocational Education, U.S. Office of Education, Washington, D.C., 1970.

Business and Industry Publications

White, Jane . and Glenn Pearce, Getting A Job, J. Weston Welch, Publisher, Portland, Maine, 1969.

Knievel, John, Career Interest Guide, Environmental Affairs Department, Northern States Power Co.

Esterling, Lewis C., Career Education: A Prospectus for Businessmen and the Community, Michigan State Chamber of Commerce, 1974.

Private Publications

About Getting A Job, Channing L. Bete Co., Inc., Greenfield, Massachusetts 01301, 1974.

After High School What?, Channing L. Bete Co., Inc., Greenfield, Massachusetts 01301, 1974

Career World, Curriculum Innovations Inc., Highwood, Illinois, published monthly September through May.

The Largo Career Kit, Careers, Inc., Largo, Florida.

Federal Publications

Arnold, Joseph P., *Determining Occupational Emphasis for High School Design*, U.S. Government Printing Office, Washington, D.C., 1973.

Smith, J.T. Jr., *North Dakota Manpower Projections to 1980*, North Dakota Employment Security Bureau, Bismarck, North Dakota 58501, 1974.

Job Placement Information-Packet Akron-Summit County Placement Department, Akron and Summit Public Schools, Akron, Ohio.

Senior High Agriculture, Supply-booklet-New Ulm Senior High, New Ulm, Minnesota, 1973.

Down-State Area Placement of Rural Youth, Alcona Intermediate School District, Alpena, Michigan.

Distributive Education, Research Reports-Booklets, The State Education Department Bureau of Occupational Education Research, Bureau of Distributive Education, Albany, New York 12224, 1974.

Career Education: A Model for Implementation, U.S. Office of Education, Washington, D.C., 1971

Job Finding Survey, U.S. Department of Labor, Bureau of Labor Statistics, 1973.

Placement: The Ultimate Test of a School's Commitment to its Students, Department of Education, Trenton, New Jersey 08625, 1972.

Cooperative Occupational Educational Program, The State Education Department, Office of Occupational Education, Albany, New York 12224, 1972.

Guidelines for Placement Services and Follow-Up Studies, Department of Education, Tallahassee, Florida 32302

Handbook for the Evaluation of Career Education Programs, Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, D.C. 20013.

Occupational Outlook Handbook, U.S. Department of Labor, Washington, D.C. 20013.

Occupational Outlook Quarterly, U.S. Department of Labor, Washington, D.C. 20013.

OBJECTIVE REVIEW

The following section contains the objectives of the original project and commentary regarding their status at the conclusion of the Mission Possible Program.

OBJECTIVE 1. TO IDENTIFY CREATIVE WORK EXPERIENCE APPROACHES WITH BUSINESS, INDUSTRY, COMMUNITY AND CIVIC ORGANIZATIONS.

1a. To develop courses which will provide experience in actual work situations.

COMMENT: The high number of students who pursued an interest in the health field through Mission Possible was a key factor in the implementation of a Health Careers Program into the Fargo School District Vocational Education curriculum for the 1976-77 school year.

1b. To examine legislation and other legal restrictions to the employment of in-school youth.

COMMENT: The passing of North Dakota House Bill 1521 and the Fair Labor Standards Act guidelines regarding non-payment for trainees was most significant in providing hands-on experience for students. Another restriction encountered was the reluctance of motor freight companies to allow students to ride as passengers due to private insurance restrictions. Regarding an attorney's opinion on school district liability see Appendix N.

1c. To develop a student placement system which can be utilized by all students.

COMMENT: Student placement service in the Fargo Public Schools has been quite effective, but due to present staffing is unable to accomodate all students.

1d. To identify the effects accreditation requirements have on alternative work experience programs.

COMMENT: As a result of Mission Possible, students can earn academic credit for participation in the program. This is accomplished on an independent study basis utilizing a personal contract between the student, his counselor, and the school principal.

OBJECTIVE 2. TO IMPROVE STUDENT AND EMPLOYER SATISFACTION.

2a. To prepare or identify instruments

which can be used to determine employer and student attitudes toward the work experience program.

COMMENT: The use of the questionnaires along with continuous communication with the people involved in the program has confirmed the positive attitude of students and employers toward this type of work experience program.

2b. To survey all students who were enrolled in cooperative work experience programs during the last 3 years.

COMMENT: The results of this survey are contained in Appendix O.

2c. To survey employers who cooperated in the work experience program during the last three years.

COMMENT: The results of this survey are contained in Appendix O.

2d. To analyze the results of the student and employer surveys to determine where problems exist and to attempt to provide a solution to these problems.

COMMENT: The results of the student and employer surveys have been compiled and the results are contained in Appendix O.

2e. To provide regular work experience stations for students.

COMMENT: We were able, through the PACE component of Mission Possible, to provide work experience stations for students. The removal of the restrictions of the workmen's compensation laws made this objective a reality.

2f. To compare regular cooperative work experience students' attitudes with those of the alternate work experience students'.

COMMENT: Not accomplished.

2g. To examine the hierarchial and organizational structures that administer work experience programs.

COMMENT: We found that the administration of a work experience program requires a full-time coordinator on a minimum of a 10-month contract to do an adequate job. We also found positive acceptance of the Mission Possible Program from administrators, counselors, and teachers.

2h. To measure the effects of work-related education on the affective and cognitive domains of students involved.

COMMENT: Not accomplished.

2i. To develop measurement devices that provide information on work experience of students.

COMMENT: Information obtained from students is contained in Appendix E.

2j. To study the relationship between school based education and industry based education.

COMMENT: We found through the questionnaires of those students who participated in a Mission Possible experience that their comments were generally very favorable towards industry based education.

OBJECTIVE 3. TO IDENTIFY ALTERNATIVE WORK EXPERIENCE PROGRAMS.

3a. To design an instrument and system that will provide a continuous input from students on their work experience interest areas.

COMMENT: The Mission Possible Program has enabled counselors to receive continuous input from students regarding their career interest areas. The only negative feature is that the program is voluntary in nature and consequently not all students participate.

3b. To identify alternative work experience opportunities.

COMMENT: Of all the alternatives considered throughout the project we found that the three components of SSI, JIS, and PACE to be the most effective alternatives. We also found that students will schedule themselves to meet their free time requirements and we encountered very few requests from students to be released from classes.

3c. To identify more creative and innovative approaches to work experience with business, industry, community and civic organizations, such as a mini concept approach, internships, quarterly release time, special activities, and during times such as school breaks for holidays, teacher's convention, etc.

COMMENT: See comment 3b.

3d. To identify alternative approaches that will permit students to participate in the alternative work experience program.

COMMENT: See comment 3b.

3e. To develop an alternative work experience program job opportunity bank.

COMMENT: The Job Opportunity Bank did not materialize. We did not have the time nor the manpower to devote to the utilization of this concept.

3f. To survey students, parents and alternative work experience station participants on their attitudes towards the program.

COMMENT: Students, parents and community participants were surveyed. The results are contained in Appendix G.

OBJECTIVE 4. TO DEVELOP PROCEDURES TO UTILIZE EMPLOYMENT INFORMATION.

4a. To identify all valid sources of employment information and data.

COMMENT: The above objective was tied in with the development of the Job Opportunity Bank which did not materialize. Utilizing the Job Information Search of Mission

Possible we were able to supply students with whatever information we could obtain for a specific career request. The Bibliography of the report contains our resource materials used in the JIS. Career counseling, of course, was an intergral part of the Mission Possible Program.

4b. To develop a procedure for converting employment information into a format that will be meaningful to educators and that could be used as an effective tool in assisting and informing students on matters related to current and long range employment opportunities.

COMMENT: See comment 4a.

4c. To survey the local job market and labor needs and relate this information to the total student population.

COMMENT: See comment 4a.

4d. To provide career counseling for students.

COMMENT: See comment 4a.

4e. To develop a Job Opportunities Bank (JOB) for students.

COMMENT: See comment 4a.

OBJECTIVE 5. TO PROVIDE IN-SERVICE ACTIVITIES AND SERVICES.

5a. To inform all teachers in the system of the goals of the projects through staff meetings.

COMMENT: The objective is ongoing. We have ready access to all the schools which allows us to conduct staff meetings for the purpose of promotion and information.

5b. To develop an in-service plan to implement the plan at all levels in the school system.

COMMENT: This objective was not accomplished. We implemented the Mission Possible Program in grades 9-12. We found that the immaturity and indecision of the typical 9th grade student was enough to handle without attempting to implement the program at the remaining lower levels of the school system (K-8).

5c. To pilot test materials and methods devised to implement the plan in relation to follow-up procedures, placement activities, and guidance and counseling services.

COMMENT: The above objective was not accomplished to any great extent. Again, time and manpower were not available in the quantity needed for implementation. Two methods did emerge which are worthy of further development and refinement. One was the "Commons Sense Forum" noted in the Introductory section of this report. The other was the utilization of the PACE component by the vocational metal trades instructor who placed three of his students on welding assignments in industry in lieu of attending his class for a period of time.

5d. To conduct experimental activities in classroom settings following suggestions given through in-service staff meetings.

COMMENT: See comment 5c.

5e. To develop curricular material to be distributed to all teachers through in-service workshops.

COMMENT: See comment 5c.

5f. To provide professional and technical assistance to teachers and staff.

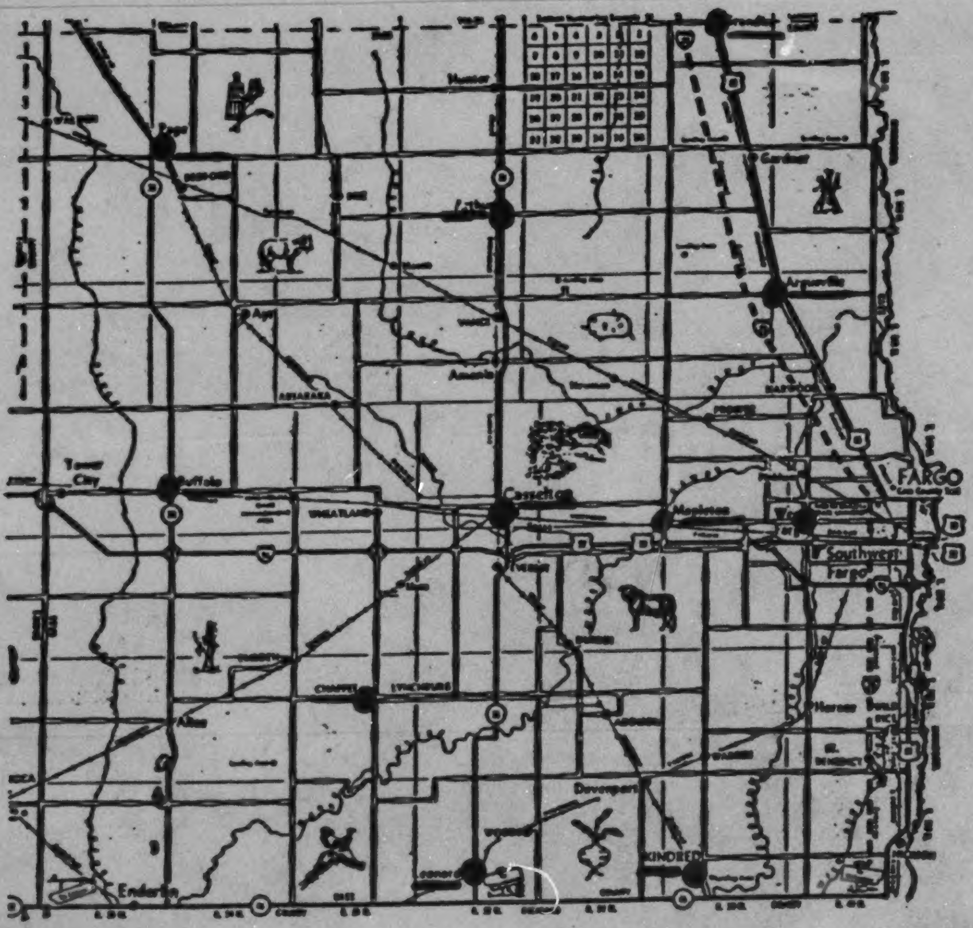
COMMENT: This is an ongoing objective. The nature of the project enables us to disseminate information regarding student interests, labor market trends and general information related to the world of work which we feel will be helpful to teachers.

5g. To conduct a regional workshop of in-service activities for all teachers, counselors, and administrators as a final dissemination activity of the project to promote the implementation of the concept statewide.

COMMENT: The final report of this project will be available for dissemination at the North Dakota All-Service Vocational Education Conference scheduled for August 16-19, 1976.

APPENDIX A

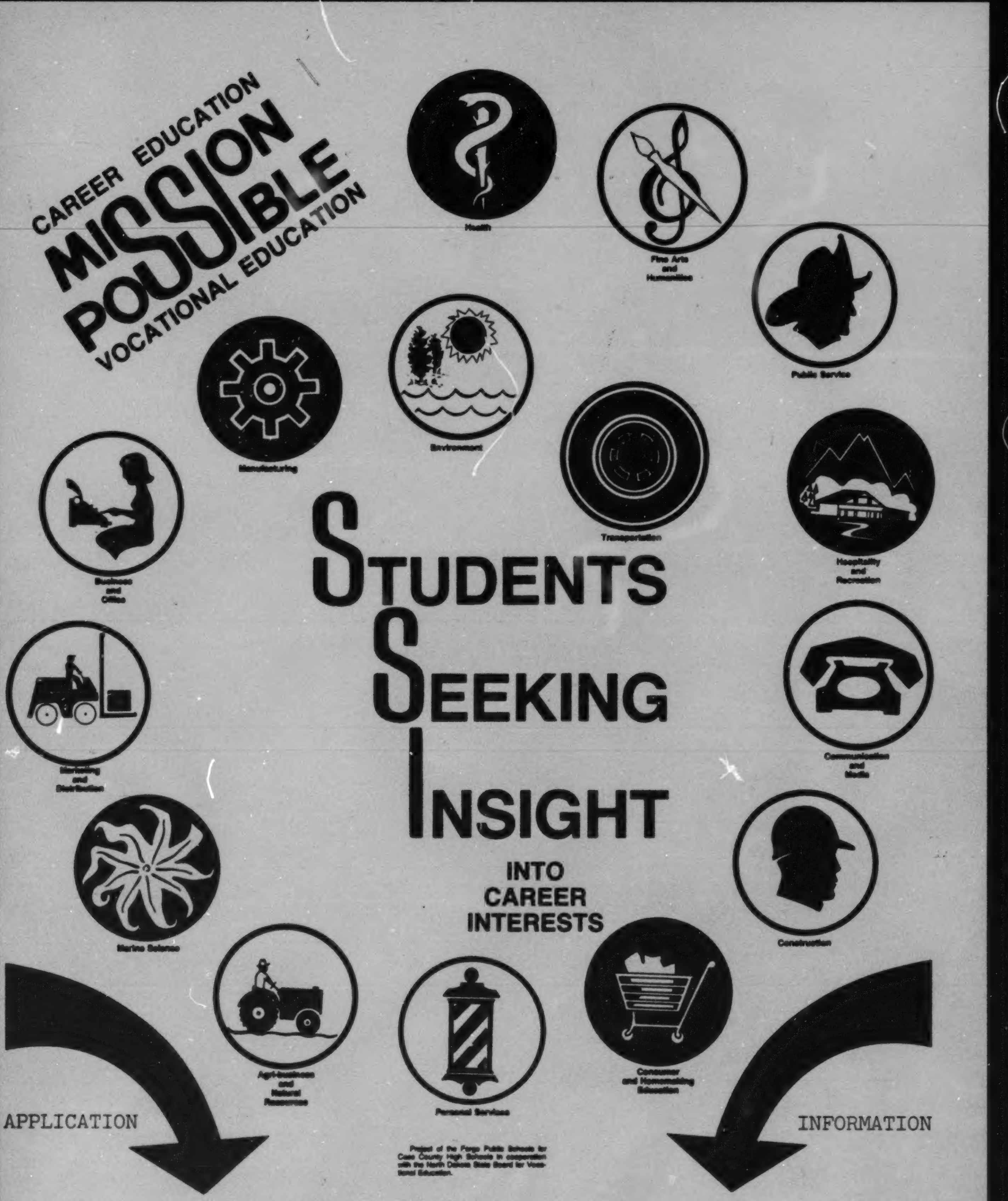
Map of Cass County


Hunter
Page
Gardner
Arthur
Argusville
Amenia
Tower City
Buffalo
Casselton
Mapleton
FARGO
Southwest Fargo
Alice
Horace
Davenport
Kindred
Leonard
Enderlin

CASS COUNTY
NORTH DAKOTA

APPENDIX B

Promotional Material


CAREER EDUCATION
MISSION POSSIBLE
VOCATIONAL EDUCATION
Health
Fine Arts and Humanities
Public Service
Environment
Manufacturing
Transportation
Hospitality and Recreation
Business and Office
Communication and Media
Marketing and Distribution
Construction
Marine Science
Agri-business and Natural Resources
Personal Services
Consumer and Homemaking Education
APPLICATION
INFORMATION

STUDENTS
SEEKING
INSIGHT
INTO CAREER INTERESTS

Project of the Fargo Public Schools for Cass County High Schools in cooperation with the North Dakota State Board for Vocational Education.

SAMPLE COPY OF POSTER
ACTUAL POSTER SIZE 22 X 28 INCHES
POSTER COLORS RED AND BLUE

MISSION POSSIBLE

How Business, Industry and the Professions can assist students in gaining an insight in their Career Interest.

How students can benefit by participating in MISSION POSSIBLE

MISSION POSSIBLE will give students the opportunity to gain an insight into a career that they are interested in pursuing.

If students are presently enrolled in a vocational education program, MISSION POSSIBLE will provide them with the opportunity to receive on the job related instruction through a variety of alternative methods.

For students that are not enrolled in a vocational education program, MISSION POSSIBLE will provide them with the opportunity to gain an insight into career areas that they are presently interested in at this time. Students may discover through their MISSION POSSIBLE involvement that they can benefit greatly by enrolling in a related vocational education program while they are still in high school. Their MISSION POSSIBLE experience could point out the need for them to pursue educational programs at the post secondary level in vocational or technical education or through a four year college program of study.

You and Your Firm Can

Serve Students' Interests

By Providing MISSION POSSIBLE Alternatives

Observation

Internship

Released Time

Holiday and Vacation Periods

Part-Time Employment

Student aspirations, career interests and available time vary greatly. Therefore, participation alternatives in the MISSION POSSIBLE program will nee[illegible] be tailored to meet individual student needs.

If you are interested in assisting a stuc[illegible] the MISSION POSSIBLE project, complete the attached interest card.

Open a Career Door...
By Opening Your Door

Project of the Fargo Public Schools for Cass County High Schools in cooperation with the North Dakota State Board for Vocational Education.

PAGE 53 CONSISTING OF ATTACHED PROMOTIONAL MATERIALS WAS NOT REPRODUCIBLE AND WAS REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

APPENDIX C

Fargo Chamber of Commerce Endorsement Letter

FARGO CHAMBER OF COMMERCE

January 14, 1975

Dear Chamber Member:

The enclosed literature explains the Mission Possible Program which is a project of our Fargo Public School District. Mission Possible is designed to provide students in-depth insight into a particular career area in which they are directly interested.

The Fargo Chamber of Commerce encourages your active participation in Mission Possible. Please complete and return the interest card and help a student open a career door by opening your door.

Sincerely,

Ken Larson

Ken Larson, CCE
Executive Vice President

KL:kk
Encl.

321 North 4th Street   P. O. Box 2443   Fargo, North Dakota 58102   Tele. (701) 237-5678

APPENDIX D

Community Participant Information

Fargo Public Schools

District Office - 1104 Second Avenue South - Fargo, North Dakota 58102
Phone 701-235-6461

Superintendent
Dr. Vern S. Bennett

Assistant Superintendents
Mr. Robert C. Glock
Dr. James D. Kieley
Dr. Glenn Melvey
Mr. Lyle C. Sorum

It was a pleasure visiting with you regarding the Mission Possible Program.

Mission Possible is a career education program designed to help students gain an insight into a career interest area. This insight is gained by taking the students from the classroom and placing them out into the world of work so that they can see first hand what takes place at the career they are considering. The knowledge and awareness a student gains will come from the observation and visitation of the career site. During the first five months of operation Mission Possible served 480 students in 125 different career areas from schools throughout Cass County.

All indications point to Mission Possible as being a very effective and highly successful career education program. This success is due largely to the great effort and concerns that you are providing. We hope that this program will be as rewarding to you as we are sure it will be to the students. We know that your time and effort will be well spent in helping a student decide on a career choice.

Enclosed you will find a brochure which outlines the objectives of Mission Possible and a list of questions that students may have about your career. This list may help you in preparing for the students. If you have any questions, feel free to call me at 235-6461, extension 229.

Sincerely,

Jim Kortan

Jim Kortan
Project Coordinator

JK/jb
Enclosures

Fargo Public Schools

District Office - 1104 Second Avenue South - Fargo, North Dakota 58102
Phone 701-235-6461

Superintendent
Dr. Vern S. Bennett

Assistant Superintendents
Mr. Robert C. Glock
Dr. James D. Kieley
Dr. Glenn Melvey
Mr. Lyle C. Sorum

To: Participants in Mission Possible

From: Jim Kortan

What students may want to know about your career area.

1. What is the nature of the work?
2. What are the educational requirements for this career?
3. Are there any part-time positions open to me as a high school student in this career?
4. What are the chances of full-time employment after high school?
5. What are the negative features of this career?
6. What is the current demand for this career?
7. What does the future hold for this career?
8. What personal qualities must I possess to be successful in this career?
9. What are the working conditions?
10. What is the salary--beginning and advancement?
11. What is the length of work day and work week?
12. What are the compensatory benefits of this career?
13. Is this type of work closely supervised?
14. Does this work require great accuracy?
15. Is this type of work generally routine?
16. Does this work involve working with others?

PARTICIPANT INFORMATION SHEET

General Information

Career Area____Date__________

Name of Firm or Organization____

Address____

Contact____
Name Position

Telephone_______________________

Other Contact People at this firm.

____

____

Comments:

____

____

Experience Offered.

Observation Information Other__________________

Number of students who have visited this firm.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

APPENDIX E

Student Questionnaire Results
and Student Information Sheet

SURVEY TOTALS OF STUDENT QUESTIONNAIRE

FARGO PUBLIC SCHOOLS
MISSION POSSIBLE

STUDENT QUESTIONNAIRE

SCHOOL ____________________ Class of 19 ____

NAME ____________________ CAREER INTEREST ________________

NAME OF FIRM OR PERSON VISITED ________________

Complete this form and return to your principal
counselor or
advisor

PURPOSE: Please re-evaluate the Mission Possible Program.

INSTRUCTIONS: Mark an "X" beside the answer or answers that best describe your opinions and observations of the Mission Possible Program at this time.

"Neutral" means (a) no opinion or (b) no basis for an opinion.

1. Did Mission Possible provide information that you can use when seeking a job?

   98 Yes 23 No 18 Neutral

2. Has your reaction to the program been favorable?

   113 Yes 12 No 16 Neutral

3. Was the Mission Possible program a learning situation for you?

   112 Yes 14 No 13 Neutral

4. I plan to train for the following career: 98 Decided/36 Undecided

5. I will achieve my career goal by: (check one that applies)

   ____ attending a 4-year college. (Name) ____________________

   ____ attending a junior college. (Name) ____________________

   ____ attending a 2-year trade-technical school. (Name) __________

   ____ securing full-time employment upon leaving high school.

6. Are you now or have you ever been enrolled in a vocational education program? 30 Yes/106 No

   Which courses: ____________________

7. Did your Mission Possible involvement help you decide whether you might enter into this field of work (type of occupation)?

101 Yes 20 No 17 Neutral

8. Did your Mission Possible involvement cause you to change your career interest field?

32 Yes 106 No

9. If yes, what is your new area? ____________________

10. Did your Mission Possible involvement make subjects in school more relevant to you?

56 Yes 80 No

11. Which subjects? ____________________

12. Did Mission Possible change your post high school education plans?

19 Yes 86 No 33 still undecided

13. If yes, what are your new post high school education plans?

____

14. Is there anything you did not like about the Mission Possible Program?

88 Like 42 Dislike 10 Neutral

15. Do you have any suggestions as to how we could improve the Mission Possible program?

53 Yes 75 No

16. Was the information you received at the career site what you were looking for?

94 Yes 20 No 26 Neutral

17. Do you feel that the people at the career site did a good job of informing you?

109 Yes 16 No 15 Neutral

18. Did you feel uneasy with the people you met?

10 Yes 118 No 10 Neutral

19. Would you recommend the firm you visited to other students for a Mission Possible insight?

103 Yes   20 No   18 Neutral

20. Approximately how long did you stay at the career site? ______

21. Do you feel that the length of time you spent at the career site gave you an adequate insight into that career area?

81 Yes   59 No

22. Would you be interested in visiting the same career field, but at a different career site?

98 Yes   40 No

23. Any career site preference ______________________________

24. Did you ask the people at the career site if it would be possible for you to return at a later date for a longer period of time?

37 Yes   98 No

25. If it could be arranged, would you be interested in going back out in this career field for an extended period of time? (day, 2 days, a week)

95 Yes   44 No

26. Add any comments or information about the firm or person you visited.

STUDENT INFORMATION SHEET

SCHOOL________________________________ TOWN____________________

NAME____ GRADE__________
Last First M.I.

ADDRESS____
Street City State Zip

DATE OF BIRTH_______________________ Tele.____________________
Mo. Day Yr.

DATE________________________________

CAREER INTEREST____

PLACEMENT PREFERENCE____

* * * * * * * * * *

NAME OF BUSINESS:____

ADDRESS OF BUSINESS:____

CONTACT PERSON:______________________________ TELEPHONE:__________

DATE APPLICATION PROCESSED___________________________

Information Mailed____________

Questionnaire Mailed__________

APPENDIX F

Questions Designed for Student Interviews

QUESTIONS THAT YOU MAY HAVE ABOUT YOUR CAREER AREA.

1. What is the nature of the work?
2. What are the educational requirements for this career?
3. Are there any part-time positions open to me as a high school student in this career?
4. What are the chances of full-time employment after high school?
5. What are the negative features of this career?
6. What is the current demand for this career?
7. What does the future hold for this career?
8. What personal qualities must I possess to be successful in this career?
9. What are the working conditions?
10. What is the salary--beginning and advancement?
11. What is the length of work day and work week?
12. What are the compensatory benefits of this career?
13. Is this type of work closely supervised?
14. Does this work require great accuracy?
15. Is this type of work generally routine?
16. Does this work involve working with others?

APPENDIX G

Parent and Community Participants Questionnaire and Results

FARGO PUBLIC SCHOOLS

District Office - 1104 Second Avenue South - Fargo, North Dakota 58102
Phone 701-235-6401

Superintendent
Dr. Vern S. Bennett

Assistant Superintendents
Dr. Harold C. Gulbrandson
Dr. Glenn Melvey
Mr. Lyle C. Serum

April 24, 1975

Dear Parent:

As you may already know, the Cass County Schools have a new career education program entitled, "Mission Possible."

This Program is a project of the Vocational Education Department of the Fargo Public Schools in cooperation with the North Dakota State Board for Vocational Education.

The purpose of the Mission Possible Program is to assist high school students from throughout Cass County, North Dakota to gain an insight into a particular career area in which they are presently interested. The observation-visitation-interview approach is the main thrust of the program at the present time. A student with an interest in a particular career area is matched with a participant from the business, industrial or professional community and the action begins. The length of time that a student spends with any participant is open and flexible. It can vary from one hour to two weeks depending upon the degree of interest that the student expresses. Students are free to participate in the Program as often as they wish.

We are in the process of evaluating the effectiveness of Mission Possible. Since your son or daughter has participated, we would appreciate any comments or opinions that you may have regarding this Program.

Please complete the enclosed questionnaire and either mail it to me with the self-addressed envelope or have your son or daughter return it to their school counselor. The school will see that the questionnaire is sent to me.

Thank you for your cooperation.

Sincerely,

Jim Kortan

Jim Kortan
Coordinator
Mission Possible

PARENT QUESTIONNAIRE

1. Has your reaction to Mission Possible been favorable?

   Yes 41 No 7 Neutral 3

2. Do you feel that this type of career education was helpful to your son or daughter in arriving at a career decision?

   Yes 36 No 9 Neutral 6

3. Do you have any suggestions as to how we could improve the Mission Possible Program?

4. Add any comments or opinions that you may have regarding the Mission Possible Program.

300 questionnaires were sent out to the parents.

17% of the questionnaires were returned.

Question No. 1

80% answered yes
13% answered no
7% answered neutral

Question No. 2

70% answered yes
17% answered no
13% answered neutral

Question No. 3

Suggestions listed on following pages.

Question No. 4

Comments listed on following pages.

SUGGESTIONS FROM PARENTS

1. Better communications with participating business people involved.
2. Maybe give a little more guide lines to the ones participating in it.
3. The concept is excellent. Needs more work.
4. Our son was well pleased with it. He was well received at the office he went to.
5. Our daughter was impressed and it helped give her insight in her chosen major. I think this is a fine Program.
6. Longer.
7. Possibly more time to attend places designated.
8. We feel she was fortunate to have had this opportunity. My three older ones never did.
9. A longer period of time.
10. By offering a clinic or medical type of work available to student.
11. I feel the professional people should be better informed about this Program. The one we saw was not sure what was expected of him.
12. Should do more of it.
13. Be more thorough.
14. I can't think of any improvements as we think the Program was very well organized.

COMMENTS FROM PARENTS

1. Perhaps she didn't get enough time to talk to the people, or perhaps it should have been two sessions instead of one. They did a good job though.
2. Very worthwhile.
3. We noted many people did not know of this Program and were not prepared to give information to the young people on short notice. Instead of a guided tour, they should get into the mechanics of a job and really learn what to expect, what education is required and the future of such a job. They are not interested in what a company looks like; they want to know what kind of work is being done and if this is what they are interested in doing.
4. Business people did not seem to be informed concerning the Program. I believe the Program has merit, but needs development. A student can hardly make a decision concerning a lifetime career by an interview of about a half hour. I believe in the Program and hope it will continue.
5. We have had little experience with the Program. Our son was involved in one interview, but he seemed impressed and any new learning experience is good.
6. My son seems to have been very pleased with his visit with Dr. Torgerson at Dakota Clinic. Thank you.
7. This has got to be the best thing that has ever happened to our son. He has chosen to be a law Officer. The people that have worked with these young people have indeed earned one giant medal.
8. I don't feel our daughters learned much through this project. One never learns by looking, it must be by doing in our case. I felt it was a waste of time. They appreciated being shown around Pioneer Mutual, but as far as learning, they were disappointed.

9. Scott Jager saw Rick Tello at Dakota Hospital with the Lab Department. He was a great help to Scott and increased his desire to go to U.N.D. and enter Medical Tech. As we have such a small high school, I feel this was a great thing for the schools to do. Thanks for making this possible for him.

10. It has helped our son decide what to start in next fall, at least he feels he knows something of his vocation now; though it may change later.

11. It is a good Program. More of an observation and the possibility of discussion with people in the students area would be good.

12. It's very good!

13. I would like to see this Program continued. In the rural areas there is not much chance for the students to look into career areas and help them decide until they are on their way in college, and possibly a year or so is wasted by that time. We feel this has really helped Peggy.

14. Too early to really evaluate. The experience he obtained did give him a perspective he would not have otherwise obtained. This Program is probably too restrictive at this point. The Program, hopefully, can be geared to accomodate greater numbers of qualified students. Overall, our reaction is most favorable.

15. A good idea. Should develop to be a successful Program. Thank you.

16. Very good!

17. I think the Program is a great idea! It gives the student a chance to check out several fields he may be interested in and to narrow it down to his chosen career. Also, it allows him to change any courses, if necessary, after he has made his decision.

18. Our daughter did go to visit a day-care center and realized that this was not for her. She did sign up again for another Program, but has not heard from it as of yet. Thank you.

19. Our son visited the Weather Bureau and was very impressed, but I think he should have visited a second place of his choice - only my idea of it.

20. I believe the opportunity provided by Mission Possible is very good. Students need more projects such as this to help them decide on a career.

21. After visiting several places, our daughter has decided what she wants after graduation. Also, it has helped her pick her subjects for her senior year.

22. I think this has been a great Program as our daughter has made up her mind about what field she wants to go into after visiting with the people in that field. We thought the field of work she chose wouldn't be what she would like but now, we as parents, think she will enjoy this profession after hearing her comments. It has helped both of us. We wouldn't advise her as we knew nothing of the field of Medical Technology so we were glad she got to visit a lab and experience the things that go on there. We believe this is a great Program and hope it will still be available when our freshman boy is a senior to help make up his mind for a profession.

FARGO PUBLIC SCHOOLS

District Office - 1104 Second Avenue South - Fargo, North Dakota 58102
Phone 701-235-6461

Superintendent
Dr. Vern S. Bennett

Assistant Superintendents
Dr. Harold C. Gulbrandson
Dr. Glenn Melvey
Mr. Lyle C. Serum

May 2, 1975

Dear Community Participant:

As you already know, the Cass County Schools have a new career education program entitled, "Mission Possible."

This Program is a project of the Vocational Education Department of the Fargo Public Schools in cooperation with the North Dakota State Board for Vocational Education.

The purpose of the Mission Possible Program is to assist high school students from throughout Cass County, North Dakota to gain an insight into a particular career area in which they are presently interested. The observation-visitation-interview approach is the main thrust of the Program at the present time. A student with an interest in a particular career area is matched with a participant from the business, industrial or professional community and the action begins. The length of time that a student spends with any participant is open and flexible. It can vary from one hour to two weeks depending upon the degree of interest that the student expresses. Students are free to participate in the Program as often as they wish.

We are in the process of evaluating the effectiveness of Mission Possible. Since you have played an active part in Mission Possible, we would appreciate any comments or opinions that you may have regarding this Program.

Please complete the enclosed questionnaire and return it to me.

Thank you for your cooperation.

Sincerely,

Jim Kortan

Jim Kortan
Coordinator
Mission Possible

MISSION POSSIBLE
COMMUNITY PARTICIPANT QUESTIONNAIRE

1. Has your reaction to Mission Possible been favorable?

   Yes 47 No 2 Neutral 9

2. Do you feel that this type of career education is helpful to a student in arriving at a career decision?

   Yes 54 No 1 Neutral 3

3. Do you have any suggestions as to how we could improve the Mission Possible Program?

   ____

   ____

4. Add any comments or opinions that you may have regarding the Mission Possible Program.

   136 questionnaires were sent out to the community participants.

   42% of the questionnaires were returned.

   Question No. 1
   81% answered yes
   3% answered no
   16% answered neutral

   Question No. 2
   93% answered yes
   2% answered no
   5% answered neutral

   Question No. 3

   Suggestions listed on following pages.

   Question No. 4

   Comments listed on following pages.

COMMENTS FROM COMMUNITY PARTICIPANTS

1. Very good idea. Helps make students feel confident at abilities they are pursuing in the "outside world".

2. Make mandatory each student involvement in the Program. Individual counseling sessions with each student, by school advisors, that encourages career planning.

3. I visited with a Collins boy from Shanley, interested in Industrial Engineering. I very much enjoyed visiting with this high school youth and finding out how high school is helping to prepare him for a career. I am glad to know we have a program of this caliber in the Fargo Secondary Schools, and I appreciate the opportunity to help.

4. I feel the concept is excellent and endorse the Program without reservation.

5. We feel this Program has many good points. It assists the student in finding out if he/she is really interested in a particular career. Our facility would be happy to present a briefing to high school students on career opportunities available with the Federal Aviation Administration. Perhaps this would give more students an insight into career fields that they are otherwise unaware of.

6. I have personally become aware of many positive results. Excellent Program, keep up the good work.

7. This Program you have developed has the makings of a giant step in practical education. We have found in the past many students view the Broadcasting Industry with stars in their eyes and, subsequently, become disenchanted when given the inside picture. For those truly interested in a Broadcasting Career, we may be able to offer a clearer picture, and with your help, offer some sort of direction. Speaking for KQWB and KWIM Radios, I welcome any opportunity to assist you in your efforts. It's a fine opportunity for students to touch us and we them, something very necessary for a business as intangible as radio.

8. The big value to the Program is that it works on a one to one basis and in the area of the professional not in the school.

9. It sounds like a good deal to get the kids to see what a job is all about.

10. The four students who spent most of a day with me were very appreciative. Several wrote thank you notes and indicated they felt the Program was very helpful.

11. It seems as if the students were not aware of the purpose of the Program. They seemed unprepared and not really knowing what they were doing there. Perhaps a briefing as to appropriate questions to ask would have been valuable to the students.

12. I appreciate talking with students who express an interest in a particular field. It beats "Senior Days" which was a free-for-all most of the time.

13. The kids seem interested, but it's hard for some to open up with questions. I'm sure that with them visiting more with businessmen, ect. they will develop in this area.

14. We think this is a good idea and we would be willing to participate again next year. We enjoyed having Mary McDonnell visit the office.

15. I think it's great that high school students finally have a chance to observe and talk to someone in the career or occupation that they are interested in pursuing. Too many high school counselors know to little about to many careers and are giving some students inaccurate information.

SUGGESTIONS FROM COMMUNITY PARTICIPANTS

1. Stress the importance of regular attendance. We don't feel the Program will benefit the student if they attend irregulary.
2. Have students follow their scheduled observation more closely.
3. Would be interested in the students feedback, if any, on their visits with us.
4. The Program must be explained to the participants completely.
5. Restrict this Program to high school seniors only or maybe juniors also. I interviewed a sophomore girl and she was very immature and was not really interested in trying to decide a career.
6. People coming to talk to students interested in special careers, slides, ect.
7. Possibly a on-the-job training for one day to follow the steps of the working employee.
8. I believe a Program involving one to two hours per day for ten days would give a student a better opportunity to observe and actually participate in the work day. This would be more effective.
9. The student that I had seemed to be "unguided".
10. Seems to be a good way of individually meeting immediate student interests.
11. Attempt to interest more students if possible.
12. Get the kids more involved in the project they decide on.
13. Send me a list of all students interested in my profession. I could then contact them or know of them when they call me for their interview or visit.
14. I don't mind visiting with one or two students each year, but no more.

15. Perhaps more communication from you to us regarding the Program, the student and our role.

16. More organization, more orientation of and for professionals contacted. More information provided.

17. The Program is very successful as it is!

18. Allow academic credit for a honest effort made toward a career decision.

19. Some of the students who wished to come to the hospital had very unrealistic ideas.

20. Give background information on resource people to students. Help the student prepare pertinent questions. Make firm appointments with the resource people.

21. Students should possibly come more prepared with questions they would like answered.

22. I feel that the students that come to oberve should have a list of questions ready to ask and to show some enthusiasm. Also, one of the girls that came to observe wore blue jeans and a t-shirt which I didn't think was appropriate for a hospital setting.

23. The Program should be limited to mature juniors and seniors.

24. Two weeks is too long. Best time is 2-3 days in a row so students can see routine.

25. Provide feedback from the student and school within two weeks after the participant has had the opportunity to observe/visit with the employer.

26. If possible, arrange part-time employment in area that student is interested in. Also, talk to nearby college about curriculum.

APPENDIX H

End of First-Year Status Report

MISSION POSSIBLE

PROGRESS REPORT

(January 3, 1975 - June 6, 1975)

SCHOOL	MISSION POSSIBLE APPLICATIONS COMPLETED	MISSION POSSIBLE APPLICATIONS PENDING ASSIGNMENT	TOTAL
NORTH	147	2	149
SOUTH	71	3	74
CHAFFEE	18	-	18
KINDRED	16	-	16
LEONARD	21	-	21
GRANDIN	28	-	28
OAK GROVE	25	-	25
MAPLETON	17	-	17
BUFFALO	21	-	21
PAGE	16	1	17
DAKOTA-ARTHUR	45	-	45
SHANLEY	16	-	16
WEST FARGO	1	-	1
ARGUSVILLE	4	-	4
CASSELTON	5	-	5
TOTALS	451	6	457

The following is a breakdown of students who have participated in FASWEP by career cluster area as identified by the United States Office of Education.

1. AGRI-BUSINESS AND NATURAL RESOURCES 56
2. BUSINESS AND OFFICE 68
3. COMMUNICATIONS AND MEDIA 35
4. CONSTRUCTION 16
5. CONSUMER AND HOMEMAKING 31
6. ENVIRONMENT 16
7. FINE ARTS AND HUMANITIES 15
8. HEALTH 72
9. HOSPITALITY AND RECREATION 2
10. MANUFACTURING 28
11. MARINE SCIENCE 2
12. MARKETING, DISTRIBUTION, REPAIR 16
13. PERSONAL SERVICES 25
14. PUBLIC SERVICES 59
15. TRANSPORTATION 16

APPENDIX I

U.S. Department of Labor

Guidelines for Non-Payment of Trainees

EMPLOYMENT RELATIONSHIP

Under

THE FAIR LABOR STANDARDS ACT

February 1973

OCT 17 1974

UNITED STATES DEPARTMENT OF LABOR
Employment Standards Administration
Wage and Hour Division

U. S. Department of Labor
Wage & Hour & Public Contracts Divisions
P. O. Box 5[illegible]
Bismarck, North Dakota 58501

WH Publication 1297 (Rev.)

(2) the permanency of the relationship;

(3) the amount of the alleged contractor's investment in facilities and equipment;

(4) the nature and degree of control by the principal;

(5) the alleged contractor's opportunities for profit and loss; and

(6) the amount of initiative, judgment, or foresight in open market competition with others required for the success of the claimed independent enterprise.

TRAINEES

The Supreme Court has held that the words "to suffer or permit to work", as used in the Act to define "employ", do not make all persons employees who, without any express or implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees or students are employees of an employer under the Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If all of the following criteria apply, the trainees or students are not employees within the meaning of the Act:

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the trainees or students;

(3) the trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded.

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

APPENDIX J

North Dakota Legislation Authorizing Workmen's Compensation Benefits for Non-Paid Training and Training Agreement

Forty-Fourth Legislative Assembly, State of North Dakota begun and held at
the Capitol in the City of Bismarck, on Tuesday, the seventh day of
January, one thousand nine hundred and seventy-five.

HOUSE BILL NO. 1521

(E. Metzger)

AN ACT to provide for the definition of an employer, employee, and workstation in a vocational training or work evaluation program; to provide for coverage for vocational training or work evaluation programs and the determination of premium; to provide for benefits for participants in a vocational training or work evaluation program; and relating to the liability of the employer; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF NORTH DAKOTA:

SECTION 1. DEFINITIONS.) For purposes of this chapter:

1. "Employer" shall mean any agency or organization who sponsors a participant in a vocational training or work evaluation program when such designation has been requested by the agency or organization and has been approved by the bureau.
2. "Employee" shall mean a participant in a vocational training or work evaluation program when the request of the sponsoring agency or organization has been approved by the bureau under subsection 1 of section 1 of this Act. The participant shall not be deemed to be employed in hazardous employment.
3. "Workstation" shall mean any person, corporation, or agency who through a formal contract with a sponsoring agency or organization is furnishing facilities, tools, or instruction to any participant in a vocational training or work evaluation program.

SECTION 2. VOCATIONAL TRAINING OR WORK EVALUATION PROGRAMS - BUREAU MAY CONTRACT.) Whenever an agency or organization has been approved as an employer under subsection 1 of section 1 of this Act, the bureau may contract with the agency or organization for the coverage of participants in a program of vocational training or work evaluation. The premium for the coverage shall be computed at the rate in which each participant is engaged and shall be based on a reasonable weekly wage as established in the contract.

SECTION 3. EMPLOYER AND WORKSTATION NOT LIABLE FOR CIVIL DAMAGES - EMPLOYEE MAY ELECT.) Any employer or workstation, as defined in this chapter, shall not be liable to respond in damages at common law or by statute for injuries to or the death of any employee, as defined in this chapter, whenever the employer has complied with the provisions of this chapter and during the period for which premiums, as set by the bureau, have been paid. Any employee who elects, before injury or death, not to come under the provisions of this chapter may do so by notifying the bureau, employer, and workstation of such election in writing.

SECTION 4. BENEFITS - FILING PROCEDURES.) In the event that the bureau has contracted with a sponsoring agency or organization to provide such coverage, any participant in a vocational training or work evaluation program who suffers an injury or disease as defined in section 65-01-02, while in the course of such participation shall be entitled to such medical, surgical, and hospital benefits and supplies as the nature of the injury may require. In addition, the bureau shall provide such other benefits, to the extent as provided or limited by this title, as are specifically set out in the contract with the sponsoring agency or organization. All original claims shall be filed within such time and in accordance with such procedures as provided in chapter 65-05.

SECTION 5. EMERGENCY.) This Act is hereby declared to be an emergency measure and shall be in full force and effect from and after its passage and approval.

FARGO PUBLIC SCHOOL

CAREER EXPLORATION WORK EXPERIENCE PROGRAM

TRAINING AGREEMENT

This agreement certifies that ____________________ (Name of Student) who is enrolled at ____________________ (School) an who is ________ years of age will work under the Fargo Public Schools career exploration/work experience program for ____________________ (Name or Firm) ____________________, hereinafter referred to as "work station," which is engaged in ____________________ (Type of Business). It is understood that this period of training, which begins on __________ (Date), will not exceed a total of 80 clock hours. The training schedule will be arranged jointly by the work station and the student. During the training period the student will be supervised by ____________________ (Name of person from Work Station) ____________________. It is further understood that because this work experience is a training situation the student will receive no compensation for this stated period of time. The work station agrees that they will function as a training station to provide "hands-on" experience to the student during the training period which shall be of a variety which will contribute to the total career awareness learning experience of the student.

The student and the parents and/or guardians of the student agree that any injuries resulting during the training period in the performance of training related activities will be reported to the

North Dakota Workmen's Compensation Bureau in accordance with Chapter 65-07.1 of the North Dakota Century Code and the Judgment of the Bureau will be the final recourse.

The parents and/or guardians of the student further certify that the student is in good health and that this training program will not aggravate any pre-existing injuries or health problems.

All participating parties agree that:

1. The training, even though it includes actual operation of the facilities of the work station, is similar to that which would be given in a vocational school.
2. The training is for the benefit of the trainee or student.
3. The trainees or students do not displace regular employees, but work under their close observation.
4. The work station that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded.
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.
6. The work station and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.
7. The Fargo Public School cannot assume pecuniary liability for the actions of students while they are performing under the supervision and control of the work station management.

This agreement may be terminated at any time upon the recommendation of the work station, the student, or the school, or the parents of the student.

(Work Station)

(Student)

(Parent's Signature)

(Representative Fargo Public Schools)

(Date)

APPENDIX K

Sample of Poster Addition

DISCOVER
YOUR
CAREER
THIS YEAR!
75-76

APPENDIX L

Student Reminder Card

Fargo Public Schools

District Office · 1104 Second Avenue South · Fargo, North Dakota 58102

Phone 701-235-6461

Superintendent
Dr. Vern S. Bennett

Assistant Superintendents
Mr. Robert C. Glock
Dr. James D. Kieley
Dr. Glenn Melvey
Mr. Lyle C. Sorum

WELCOME TO THE MISSION POSSIBLE CAREER AWARENESS PROGRAM!

Mission Possible is a career education program designed to help you gain an insight into your career interest area. We feel the best way to gain this insight is to have you visit the career you are interested in and to talk with people already employed in this field. The knowledge and awareness you gain will come primarily from the questions you ask about your career area.

Enclosed is a reminder card which will be helpful to you in making your appointment. Also enclosed is a list that contains some general questions that you may want to refer to when inquiring about your career interest area.

We hope the experience you gain from the Mission Possible Program will be helpful to you in making a career decision. Remember, the Program does not limit you to the number of times you can participate nor the number of places you can visit. If you have any questions, feel free to call me at 235-6461, extension 229.

Sincerely,

Jim Kortan

Jim Kortan
Project Coordinator

JK/jb
Enclosures

Sample Copy of Reminder Card

DATE: ______________________________

FROM: Mr. Jim Kortan   CAREER AREA:
MISSION POSSIBLE
Fargo Public Schools

TO: ______________________________________

THIS CARD IS TO CONFIRM OUR CONVERSATION ON

__________________ AND TO SERVE AS A REMINDER

FOR YOU TO CONTACT

____

____

____

(over)

POINTS TO REMEMBER

A. When Telephoning for an Appointment:
  1. Introduce yourself.
  2. Identify the person who told you to call.
  3. Tell why you are calling.
  4. Make the appointment by day, time and date.
  5. Write it down!

B. When you are Going for the Appointment:
  1. Go alone!--don't take anyone with you.
  2. Check your grooming--different career areas require different degrees of neatness.
  3. Be on time.

APPENDIX M

Final Report of Student Participation

MISSION POSSIBLE

PROGRESS REPORT

(January 1, 1975 - June 15, 1976)

SCHOOL	S.S.I. Participants	J.I.S. Participants	P.A.C.E. Participants	Total
NORTH	213	49	4	266
SOUTH	183	182	8	373
WOODROW	6	7	2	15
SHANLEY	27			27
OAK GROVE	40	7		47
LEONARD	38	2		40
GRANDIN	33			33
ARGUSVILLE	5	1		6
CASSELTON	6			6
PAGE	29			29
CHAFFEE	18			18
KINDRED	19	2		21
MAPLETON	17			17
BUFFALO	21			21
DAKOTA-ARTHUR	45			45
WEST FARGO	1			1
TOTALS	701	250	14	965

The following is a breakdown of students who have participated in FASWEP by career cluster area as identified by the United States Office Of Education.

	Jan. 1, 1975 To June 6, 1975	Sept. 1, 1975 To June 15, 1976	Total
1. AGRI-BUSINESS & NATURAL RESOURCES	56	18	74
2. BUSINESS AND OFFICE	68	73	141
3. COMMUNICATIONS AND MEDIA	35	36	71
4. CONSTRUCTION	16	24	40
5. CONSUMER AND HOMEMAKING	31	57	88
6. ENVIRONMENT	16	4	20
7. FINE ARTS AND HUMANITIES	15	33	48
8. HEALTH	72	91	163
9. HOSPITALITY AND RECREATION	2	6	8
10. MANUFACTURING	28	17	45
11. MARINE SCIENCE	2	1	3
12. MARKETING, DISTRIBUTION, REPAIR	16	27	43
13. PERSONAL SERVICES	25	21	46
14. PUBLIC SERVICES	59	78	137
15. TRANSPORTATION	16	22	38
J.I.S.		275	275
S.S.I.	457	219	676
P.A.C.E.*		14	14
TOTALS	457	508	965

* 12-20-75 -- 5-15-76

PERCENTAGE OF PARTICIPANTS
(FEMALE-MALE)

NORTH 190 Girls 76 Boys

GRADE ____ Fresh. 51 Soph. 103 Jr. 112 Sr.

SOUTH 205 Girls 168 Boys

GRADE 10 Fresh. 210 Soph. 68 Jr. 85 Sr.

OAK GROVE 21 Girls 26 Boys

GRADE 1 Fresh. 10 Soph. 15 Jr. 21 Sr.

SHANLEY 10 Girls 17 Boys

GRADE ____ Fresh. 1 Soph. 5 Jr. 21 Sr.

WOODROW WILSON 8 Girls 7 Boys

GRADE ____ Fresh. ____ Soph. ____ Jr. 15 Sr.

LEONARD 23 Girls 17 Boys

GRADE ____ Fresh. ____ Soph. 15 Jr. 25 Sr.

GRANDIN 25 Girls 8 Boys

GRADE ____ Fresh. ____ Soph. 21 Jr. 12 Sr.

ARGUSVILLE 4 Girls 2 Boys

GRADE ____ Fresh. ____ Soph. ____ Jr. 6 Sr.

CASSELTON 1 Girls 5 Boys

GRADE ____ Fresh. ____ Soph. 6 Jr. ____ Sr.

PAGE 20 Girls 9 Boys
GRADE ____ Fresh. ____ Soph. 18 Jr. 11 Sr.

CHAFFEE 9 Girls 9 Boys
GRADE ____ Fresh. ____ Soph. 9 Jr. 9 Sr.

KINDRED 12 Girls 9 Boys
GRADE 1 Fresh. ____ Soph. 3 Jr. 17 Sr.

MAPLETON 7 Girls 10 Boys
GRADE ____ Fresh. ____ Soph. 8 Jr. 9 Sr.

BUFFALO 6 Girls 15 Boys
GRADE ____ Fresh. ____ Soph. ____ Jr. 21 Sr.

DAKOTA-ARTHUR 22 Girls 23 Boys
GRADE ____ Fresh. ____ Soph. 19 Jr. 26 Sr.

WEST FARGO 1 Girls ____ Boys
GRADE ____ Fresh. ____ Soph. ____ Jr. 1 Sr.

COMBINED TOTALS

564 Girls 401 Boys
12 Fresh. 272 Soph. 290 Jr. 391 Sr.

APPENDIX N

Legal Opinions Regarding Liability of Student Transportation

FARGO PUBLIC SCHOOLS

District Office - 1104 Second Avenue South - Fargo, North Dakota 58102
Phone 701-235-6461

Superintendent
Dr. Vern S. Bennett

Assistant Superintendents
Dr. Harold C. Gulbrandson
Dr. Glenn Melvey
Mr. Lyle C. Sorum

January 16, 1975

Mr. Norman Tenneson
216 First National Bank Building
Fargo, North Dakota 58102

Dear Mr. Tenneson:

The Vocational Education Department of the Fargo Public School District has received a grant from the United States Office of Education to conduct a research project designed to help students from schools throughout Cass County gain career information. The project is entitled "Mission Possible". Enclosed is a packet of information on the program.

Mission Possible is designed to match a student who has an interest in a particular career with someone, primarily from the Fargo-Moorhead business and professional community, who is an expert in that career area.

Mr. Jim Kortan, an employee of the Fargo School District is responsible for making the arrangements between the student and the participant in the community. Generally, the arrangement will be one of observation for a period of time which is open and flexible. The student is told who to contact, and they make their own arrangements with the participant as to when and how long they will visit or observe. We hope to expand this project beyond observation into short-term employment, such as during vacations or long-term, such as for a full semester of paid training as an internship. Students are excused from school to participate in the program.

Releasing our students from school to go to a certain place in the community, or in the case of outlying school districts, to send their students to Fargo-Moorhead, has posed a legal question regarding liability in the event a student may incur an accident while in the process of going to or returning from a Mission Possible station.

It is not mandatory that students participate in the program. The program is conducted on a voluntary basis. The school district is simply opening a door for a student to gain an insight into a career interest area. Students request to be excused from school to meet with their Mission Possible participant.

In almost all cases students will be riding in private automobiles. What legal implications are there for:

1. The Fargo Public School District as the sponsor of the project?
2. The Fargo Public School District as a participant and allowing its students to go to a place in the community to observe a career in action?
3. The Cass County schools who elect to allow their students to come to the Fargo-Moorhead community to observe a career in action?

The above questions must be answered in order that we can be assured that we do not have any liability problems in regards to this program.

Thank you.

Sincerely,

Lyle C. Sorum
Assistant Superintendent
Vocational & Career Education

LCS/mah
Enclosure

TENNESON, SERKLAND, LUNDBERG & ERICKSON, LTD.
ATTORNEYS AND COUNSELORS AT LAW
216 FIRST NATIONAL BANK BUILDING
FARGO, NORTH DAKOTA 58102

ARTHUR W. CUPLER (1881-1963)
NORMAN G. TENNESON
CHESTER J. SERKLAND
LOWELL W. LUNDBERG
ARMOND G. ERICKSON
LAWRENCE A. LECLERC, JR.
JACK G. MARCIL

AREA CODE 701
PHONE 232-8957

January 23, 1975

Mr. Lyle C. Sorum
Assistant Superintendent
Fargo Public Schools
1104 Second Avenue South
Fargo, North Dakota 58102

Dear Mr. Sorum:

We are in receipt of your letter of January 16th in which you outline the research project entitled "Mission Possible" to be conducted by the Vocational Education Department of the Fargo School District. We have also reviewed the packet of information enclosed with your letter.

Our understanding is that the project will not involve any transportation by automobile of the student to or from the participant company by any employee of the School District. The function of the Fargo School District and its employees as sponsor of the project, would be limited to putting the student in touch with their Mission Possible participant. The sponsor would seem to serve only as a conduit to bring the student and the community participant together and that when this has been accomplished its responsibility would cease.

Under the circumstances as outlined in your letter we can see no basis upon which the Fargo School District would incur any legal liability for any accident which might occur while students are riding in private automobiles to or from their career interest area.

You also indicate that the program will be conducted on a voluntary basis upon the request of the student to be excused from school. The student application which you propose to use could perhaps be improved by having the parent as well as the student sign it.

Yours very truly,

TENNESON, SERKLAND, LUNDBERG & ERICKSON, LTD.

Norman G. Tenneson

NGT:lpg

APPENDIX O

Evaluation of Vocational Cooperative Work Experience Program

Fargo Public Schools

District Office - 1104 Second Avenue South - Fargo, North Dakota 58102
Phone 701-235-6461

Superintendent
Dr. Vern S. Bennett

Assistant Superintendents
Mr. Robert C. Glock
Dr. James D. Kieley
Dr. Glenn Melvey
Mr. Lyle C. Sorum

November 4, 1975

Dear Student:

We are in the process of evaluating the effectiveness of our Vocational Cooperative Work Experience Program. Since you have participated, we would appreciate any comments or opinions that you may have regarding this Program.

Please complete the enclosed questionnaire and return it to me in the stamped, self-addressed envelope.

Thank you for your cooperation.

Sincerely,

Dave Tehle

Dave Tehle
Coordinator
Student Placement Services

FARGO PUBLIC SCHOOLS
MISSION POSSIBLE

CO-OP STUDENT QUESTIONNAIRE

1. Do you feel that your involvement in the Co-op Program prohibited you from participating in extra-curricular activities?

18 Yes   51 No   16 Neutral

2. Do you feel that the Co-op Program locked you into one career area?

10 Yes   70 No   6 Neutral

3. Would you have been in favor of a program which would allow you to work at several different jobs? (one to two months at a time)

32 Yes   38 No   15 Neutral

4. Would you have been in favor of working at these several different jobs for no pay - a learning situation only?

8 Yes   62 No   15 Neutral

5. Did you feel that the related in-class training was helpful to you at your co-op training station?

73 Yes   5 No   9 Neutral

6. Did you enter the Co-op Program for the instruction?

59 Yes   18 No   5 Neutral

7. If working full-time, what type of career are you working in? ____________

____

8. If going to school, what career are you training for? ____________

____

9. What career area were you employed in while you were with the Co-op Program?

49 Office Education   10 Foods   12 Trade & Industrial

9 Distributive Education   4 Natural Resources

10. On the back side identify any factors that were instrumental in helping you decide on the career that you have chosen.

Fargo Public Schools

District Office - 1104 Second Avenue South - Fargo, North Dakota 58102
Phone 701-235-6461

Superintendent
Dr. Vern S. Bonnett

Assistant Superintendents
Mr. Robert C. Glock
Dr. James D. Kieley
Dr. Glenn Melvey
Mr. Lyle C. Sorum

November 3, 1975

Dear Employer:

We are in the process of evaluating the effectiveness of our Vocational Cooperative Work Experience Program. Because of your participation, we would appreciate any comments or opinions that you may have regarding this Program.

Please complete the enclosed questionnaire and return it to me in the stamped, self-addressed envelope.

Thank you for your cooperation.

Sincerely,

Dave Tehle

Dave Tehle
Coordinator
Student Placement Services

FARGO PUBLIC SCHOOLS
MISSION POSSIBLE

COOPERATIVE WORK EXPERIENCE (CWE)
EMPLOYER QUESTIONNAIRE

1. Has your reaction to the CWE Program been favorable?

   66 Yes   0 No   3 Neutral

2. Do you feel that the in class related instruction the student receives is adequate for the job he or she is performing?

   46 Yes   4 No   15 Neutral

3. Would you be in favor of rotating students? For example, have a student for one month at a time.

   2 Yes   61 No   5 Neutral

4. Would you be in favor of a program which would allow a student to come into your business and work as a trainee for a period of time from, (2 weeks to a month) with no obligation to the employer to pay wages or liability on the part of the employer if the student were injured on the job?

   27 Yes   25 No   15 Neutral

5. Do you have any suggestions as to how we could improve the CWE Program?

6. Do you have any comments or opinions about the CWE Program?

APPENDIX P

Letters of Evaluation

February 25, 1976

TO: Mr. David Tehle

FROM: Mr. Raymond

RE: Endorsement of Mission Possible Program

The experiences of South High students in the Mission Possible Program have been very positive up to this point. I hope there will be sufficient funding available in the 1976-77 school year to continue the project. These outside experiences are very beneficial to the student making career choices and is a valuable component in our vocational education program.

FARGO SOUTH HIGH SCHOOL
1840 Fifteenth Avenue South
Fargo, North Dakota 58102

EDWARD RAYMOND
PRINCIPAL
ARNOLD HERMUNSLIE
ASS'T PRINCIPAL
JOHN C. McDONALD
ASS'T PRINCIPAL
DONALD E. JOHNSON
ASS'T PRINCIPAL

December 19, 1975

Lyle Sorum
Assistant Superintendent
Fargo Public Schools
1104 2 Ave. South
Fargo, ND 58102

Dear Mr. Sorum,

We of the South High School Counseling staff wish to express our support for the "Mission Possible - SSI" program.

This year we have approximately 450 students involved thus far. The feedback that we get from students, teachers, and business people has all been very positive.

We feel that this program offers a great opportunity for students to gain a wide variety of information and experiences which may assist them in selecting a vocation, career, or job which may not be made available to them in any other way.

In discussing the program with people from other areas, we find that the Fargo program is one of a kind and that other areas are in the process of organizing similar programs. This points up the fact that the Fargo Public Schools is again showing leadership in establishing new and innovative programs which are of great benefit to "kids".

We encourage the continuance of this program beyond the term of the original funding and sincerely feel that a failure to continue would indeed be a considerable step backward in the district's efforts to provide "career education" for its students.

Sincerely,

June Dobervich
June Dobervich
Lois Mayer
Lois Mayer
Chuck Metzrath
Chuck Metznoth
Russ Riveland
Russ Riveland

va

NORTH HIGH SCHOOL
FARGO, NORTH DAKOTA
D. E. DEHNE, PRINCIPAL

M. A. LAW
ASST. PRINCIPAL
G. A. MAILLOUX
ASST. PRINCIPAL

March 5, 1976

TO: Dave Tehle

FROM: Don Dehne

RE: Mission Possible Program

As we approach the "home stretch" in our school year, I would like to make a few observations regarding the Mission Possible Program.

I think Mr. Kortan, Director of Mission Possible, has done an outstanding job. He works hard and shows a real interest in our students.

The program has many facets and offers something for everyone. Our Counselors tell me that student response to Mission Possible is very positive. There are no dissatisfied students. Certainly a plus for the program is the excellent turn around time from student referral to an actual hands on experience. There is little or no waiting on the part of the students.

I feel there is a definite need for the Mission Possible Program in our school district and hope it continues to function as well as it has in the past.

NORTH HIGH SCHOOL
FARGO, NORTH DAKOTA

D. E. DEHNE, PRINCIPAL

M. A. LAW
ASST. PRINCIPAL

G. A. MAILLOUX
ASST. PRINCIPAL

December 19, 1975

Mr. Lyle Sorum
Assistant Superintendent
Fargo Public Schools
Fargo, North Dakota

Dear Mr. Sorum:

I am pleased to write a letter in support of the "Mission Possible" program, Mr. Tehle, and Mr. Kortan's work. Our students from the Class of '75 were most enthusiastic about the experiences they had and the prompt replies they received to their applications.

We have already had several sophomores in the program. It is an excellent help in making career decisions. I surely hope we can continue this worthy effort for our students at North High School.

Sincerely,

Margaret Dehne

M. Dehne,
Counselor

MDms

NORTH HIGH SCHOOL
FARGO, NORTH DAKOTA

D. E. DEHNE, PRINCIPAL

M. A. LAW
ASST. PRINCIPAL

G. A. MAILLOUX
ASST. PRINCIPAL

December 19, 1975

Mr. Lyle Sorum, Assistant Superintendent
for Vocational & Career Education
1104 South Second Avenue
Fargo, North Dakota

Dear Lyle:

I am writing this letter to reaffirm my strong support for the continuance and expansion of the "Mission Possible" Program. I consider the program to be a vital extension of our Guidance Service Program in the areas of career and vocational decisions and education.

There is absolutely no doubt in my mind that "Mission Possible" is valuable to students. One only has to read follow-up comments or visit with participants to get a feel for this. If there is a possible issue as to whether our School Board will financially support "Mission Possible" in the future, I would be very happy to lend my further support in person or in writing.

Sincerely,

E.W. (Bill) Marcks
Counselor

EWM/hmf

NORTH HIGH SCHOOL
FARGO, NORTH DAKOTA

D. E. DEHNE, PRINCIPAL

M. A. LAW
ASST. PRINCIPAL
G. A. MAILLOUX
ASST. PRINCIPAL

January 7, 1976

Mr. Lyle Sorum
Assistant Superintendent
Vocational Education
Fargo Public Schools
Fargo, North Dakota

Dear Sir:

This letter is in reference to the Career Interest Program in our school system called "Mission Possible." It is my feeling that this has been a very valuable and worthwhile program for students in our school.

The concept of bringing the work world and the student together in this meaningful as well as practical way has been an enhancing experience for these students. The exposure of students to what an individual is actually doing "on the job" a student is interested in has several benefits to the student. First he sees the actual duties and skills needed by this individual. Second he sees the team concept in many jobs. Third they have realized the value of courses here at school in these work situations, making the motivation in school courses more intrinsic.

I personally would like to commend Mr. Jim Kortan for his direction and implementation of the program. He has and would continue to do a fantastic job with it.

My sincere hope is that the program Mission Possible, along with the information Search, and Career experience components of the program could be continued to be of further benefit to students.

Sincerely,

Selmer Endrud Jr.

Selmer Endrud, Jr.
Counselor
North High School

SEms

CE 009 711